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ABSTRACT

Students previously attending Arapahoe Community College (ACC), Littleton, Colorado, who had not returned for at lest one quarter during the 1974-75 year were sent the Student Outcomes Questionnaire to elicit their reasons for not returning, satisfaction with their experiences at ACC, present and future plans, and background and demographic information. The 825 respondents (approximately 38%) were categorized according to the educational goals held when they left ACC: 8% sought a certificate; 20% sought an associate degree; and 70% sought neither. The background data showed that 94% of the respondents were Colorado residents, 94% were white, and 66% had a high school diploma as their highest degree. The median age of the dropouts was 26, and one third of the male respondents were veterans. Over 80% attended ACC for one year or less. For all categories of dropouts, important reasons for leaving included: conflict between job and studies, lack of money, and home responsibilities. As for opinions of college services and experiences, three items were rated as very satisfactory: school location, library services, and enrollment size. Approximately two-thirds of the former students had either returned to school or intended to enroll within the next year. The questionnaire is appended. This booklet is a supporting document for the Student Outcomes Questionnaires. It is illustrative of the type of report that might be written as a detailed summary of a student outcomes survey. (Author/GDC)

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SAMPLE REPORTS FROM A STUDENT OUTCOMES SURVEY

Technical Report 103D

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Technical Report 103D

Cathleen P. Bower

March 1977

National Center for Higher Education Management Systems
at Western Interstate Commission for Higher Education

P.O. Drawer P Boulder, Colorado

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SAMPLE REPORTS FROM A STUDENT OUTCOMES SURVEY

Two reports are published here to illustrate different types of reports that might be written summarizing the results of a survey conducted using the NCHEMS Student Outcomes Questionnaires*. Part II is the full research report summarizing the survey of nonreturning students conducted at Arapahoe Community College, Denver, Colorado in 1975. Part I is a three-page exexutive summary of the full-length report.

This booklet is one of two support documents for the Student Outcomes Questionnaires. The other is A Handbook for Using the Student Outcomes Questionnaires (Bower and Renkiewicz, 1977, Technical Report No. 103C, Boulder, Colorado: NCHEMS).

The research report contained in this document is illustrative of the type of report that might be written as a complete and detailed summary of a student outcomes survey. It is not directed in tone or content toward any particular audience within the institution and therefore would primarily be used as reference and for complete documentation of the survey results. The second report in this booklet is targeted in length, tone, and content toward a high-level administrator in the institution, such as the president.

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*C. Bower and N. Renkiewicz, Student Outcomes Questionnaires: Four-Year College and University Series (Technical Report No. 103A, NCHEMS, 1977) and N. Renkiewicz and C. Bower, Student Outcomes Questionnaires: Community College Series (Technical Report No. 103B, NCHEMS, 1977).

Samples of reports appropriate for other institutional audiences (for example, students, the academic vice-president, department heads) will be added to this document as they become available from pilot testing of the NCHEMS Student Outcomes Questionnaires throughout 1977 and 1978.

PART I

EXECUTIVE SUMMARY

ARAPAHOE COMMUNITY COLLEGE ATTRITION SURVEY

During July of 1975, 2,560 Arapahoe Community College students who had failed to return for at least one quarter during the 1974-75 academic year were sent a questionnaire concerning their reasons for not returning, satisfaction with various experiences at A.C.C., present and future plans, and background and demographic information. The study was conducted in conjunction with the National Center for Higher Education Management Systems. After a follow-up mailing in September, 825 usable questionnaires were received for an adjusted response rate of 38 percent. The 825 respondents were divided into three categories: 8 percent were seeking a certificate from the college when they left, 20 percent were seeking an associate degree, and 70 percent were not seeking a degree or certificate.

BACKGROUND/DEMOGRAPHIC DATA

1. Almost all respondents (94 percent) were Colorado residents.
2. Respondents ranged in age from 15 to 65 with a median age of 26.
3. For the male respondents, one in three was a veteran.
4. Almost all respondents were white (94 percent).
5. Almost two-thirds of respondents (66 percent) had a high school diploma as their highest degree.

Overall, about one-third of respondents were enrolled one academic quarter or less before leaving, almost half less than one year, and the remainder were enrolled longer. Grade point averages were high (better than 3.0) with 8 percent in each category of respondents below a "C" (2.0). In all categories of

respondents, the majority were part-time students during their last two quarters at A.C.C. Correspondingly, the bulk of respondents were employed while at A.C.C. Large percentages in all groups were employed full-time (36 or more hours per week). Most respondents were receiving no financial aid.

Slightly more than half of those seeking an associate degree were enrolled primarily to prepare to transfer to a four-year college. Other primary reasons given for attending Arapahoe Community College were: (1) upgrading or learning new skills, (2) personal enrichment, and (3) preparation for a professional exam. Certificate seekers most frequently listed upgrade or learn new skills (27 and 25 percent, respectively) as their primary reason for attending Arapahoe Community College, followed by preparation for transferring to a four-year school (21 percent) and preparation for a professional exam (11 percent). Those not seeking a degree, most frequently mentioned upgrade of skills (32 percent), followed by personal enrichment (27 percent), and to learn new skills (13 percent) as primary reasons for attending A.C.C.

REASONS GIVEN FOR LEAVING

Three reasons for leaving Arapahoe surfaced as important to all respondents: (1) conflict between job and studies, (2) lack of money, and (3) "home responsibilities too great." For those not seeking a degree or certificate, two other reasons frequently mentioned were fulfillment of personal goals and "learned what I came to learn." Those seeking a certificate or associate degree cited the need for a temporary break from studies as an important reason for leaving the college. Certificate seekers also frequently mentioned personal problems as a reason for not returning, and associate degree seekers ranked dissatisfaction with specific aspects of A.C.C. as the fourth most important reason for leaving.

SATISFACTION WITH A.C.C. EXPERIENCES

Respondents were asked to rate their degree of satisfaction with various services and experiences at the college. Three items were rated as very satisfactory: (1) location of the school, (2) library services, and (3) enrollment size. Cost, the grading system, relevance of major to career goals, scheduling of classes, and rules and regulations were also among the five most satisfactory aspects of A.C.C. for at least one of the degree groups.

Among the least satisfactory aspects of A.C.C. were: (1) the religious environment, (2) financial aid opportunities, (3) employment opportunities, (4) recreational activities, (5) lack of residence/living accommodations, and (6) extracurricular opportunities. It is important to note that 60 to 80 percent of the students checked "does not apply" or simply left the item unanswered for these six areas of dissatisfaction. Thus, for a sizeable minority of students, these educational opportunities or experiences were unsatisfactory, but for most others, they were irrelevant to A.C.C.

CURRENT PLANS OF A.C.C. FORMER STUDENTS

Two kinds of respondents planned to or already were reenrolled in school. Of these, slightly more than half planned to reenroll at A.C.C. Of those not planning to return to school in the near future, almost two-thirds were working, 9 percent were looking for a job, and 21 percent were caring for home and family.

PART II

THE ARAPAHOE COMMUNITY COLLEGE ATTRITION SURVEY, 1975

Cathleen Bower

Ed Myers

May 1976

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INTRODUCTION

One of the projects during 1975 at the National Center for Higher Education Management Systems (NCHEMS) was the Information About Students (IAS) project. The major thrust of this project was the development and pilot testing of materials and procedures for conducting attrition studies at institutions of postsecondary education. This document is a report of the results of conducting an attrition study at one of the four pilot study schools Arapahoe Community College, in Denver, Colorado.

The Arapahoe Community College survey was conducted on the total population of 2,560 students who failed to return to the college in at least one of the three quarters during the academic year 1974/1975. An initial mailing was sent to the 2,560 students on July 25, 1975, and a follow-up mailing sent to all those who had not yet responded on September 10, 1975. The total number of returned, usable questionnaires was 825 for an adjusted response rate of 38.3 percent.

This report of the survey results is divided into three major sections. Section I describes the survey administration procedures and includes discussions of response bias and response rate. Section II presents the results of the study in narrative and tabular form. Section III is a summary of the major results of the survey.

I

SURVEY ADMINISTRATION PROCEDURES

The Questionnaire and Cover Letters. The survey questionnaire (shown in the Appendix) was developed from a draft questionnaire written at NCHEMS with subsequent incorporation of modifications and suggestions from Arapahoe College staff. The major modifications involved tailoring the original questionnaire draft to the specific concerns of a community college. For example, respondents were asked to indicate the highest degree they currently held, the type of program in which they were enrolled at Arapahoe (certificate, Associate of Arts degree, or neither, only selected courses), and their primary reason for attending Arapahoe College.

An initial mailing cover letter (shown in the Appendix) was developed and printed. The follow-up mailing cover letter (shown in the Appendix) used in the survey consisted of a copy of the original cover letter with a brief handwritten note urging students to return completed questionnaires.

Other necessary materials for the survey included mailing envelopes and return envelopes (printed with bulk rate mailing permits).

The Sample: The sample of 2,560 nonreturning students was identified by Arapahoe staff by a computerized search of institutional records for any student

who had failed to reenroll for one of the three quarters during the academic year 1974/75 (excluding those who had completed a program).

On July 25, 1975, 2,560 questionnaires, cover letters, and return envelopes were mailed to the total sample of nonreturning students. On September 10, 1975, a follow-up mailing (which included a duplicate of all materials) was sent to all students who had not yet responded.

The table below shows the final distribution of questionnaires for the mailing sample of 2,560 students:

N	%	Category
825	32.2	Returned, usable questionnaires
56	2.2	Returned, unusable questionnaires (e.g., student graduated from degree program)
261	10.2	Questionnaires returned by P. O. as undeliverable
1,418	55.4	No response
2,560	100.0	TOTAL

Thus, the unadjusted response rate was 32.2 percent. An adjusted response rate can be calculated as 38.3 percent when the undeliverable and unusable questionnaires are taken into account.*

*The adjustment was calculated by first subtracting the 261 undeliverable questionnaires from the base sample of 2,560 resulting in a new base sample of 2,299 students. Then, since 56 of the 881 returned questionnaires (6.4 percent) were unusable, the assumption is made that 6.4 percent of all 2,299 questionnaires probably would have been unusable or 147 students. These 147 students were, therefore, subtracted from the base of 2,299 resulting in the adjusted base of 2,152 students. The 825 returned, usable questionnaires divided by the adjusted base of 2,152 questionnaires yielded an adjusted response rate of 38.3 percent.

Response Bias. Response bias is the tendency for those who choose to respond to a survey to differ systematically from those who choose not to respond in a way that baises inferences made from the questionnaires of the reponding sample. Frequently, in attrition studies those who take the time and effort to complete and return a questionnaire differ from those who do not in that they are more positive toward the school they left and toward school in general, particularly in studies of four year colleges or universities. In a community college such as Arapahoe, however, where many nonreturning students never planned to complete a degree or certificate, it is not as likely (as in four year colleges) that not returning for a particular school quarter is a sign of a negative attitude toward the school itself or the educational process. It is also not as likely, therefore, that in a community college those who choose to respond will be more positive in attitude than those who don't. This line of reasoning should not lead one to think that there are no differences between the 825 who did respond and the 1,418 who did not, but it does suggest that any existing bias between the two groups is not particularly clear simply from trying to think through reasons why students might decide or not decide to complete and return a questionnaire. The reader should bear in mind when reading this report that conclusions and inferences are based on the three-eights of the sample who chose to respond, and to the extent that this group differs from the five-eights who chose not to complete a questionnaire, these conclusions and inferences do not apply to the general/typical Arapahoe College nonreturning student.

II

ANALYSIS AND RESULTS

Questionnaires were analyzed by computing frequencies and percentages of responses for each item and by calculating means (averages) or medians for certain items, where appropriate. The questionnaire results can be conveniently divided into four categories:

- background/status information,
- reasons for leaving,
- satisfaction with institutional services, and
- current activities/plans.

In the sections below, each of these four divisions of questionnaire information will be discussed, both in terms of the total responding sample of 825 students and separately for three subgroups: students enrolled in a certificate program (N=65), students enrolled in an A.A. degree program (N=165), and those students who were in neither (N=574). Since respondents were primarily (71 percent) students who were not enrolled in a degree or certificate program, it should be kept in mind in interpreting results for all three groups combined that percentages and frequencies for the total sample will be heavily weighted by the responses of the nondegree/certificate group.

Background/Status Information. The background and student status information available from the questionnaire included:

- State of residence
- age
- sex
- veteran status
- civil rights category
- highest degree held
- type of program at Arapahoe Community College
- primary reason for attending
- number of quarters enrolled before leaving
- number of months since student withdrew
- full-time vs. part-time enrollment status
- employment status
- financial aid received
- grade point average
- number of changes of major
- major program at Arapahoe Community College

Tables 1 and 2 show the frequencies and percentages of responses to each of the background/demographic items listed above for all respondents and separately for certificate seekers, A.A. degree seekers, and those who were not seeking a degree or certificate. Major highlights from these tables are:

Table 1

BACKGROUND/DEMOGRAPHIC INFORMATION FOR TOTAL SAMPLE AND SEPARATELY FOR DEGREE CATEGORIES

	Certificate		Associate of Arts		Neither		Total*	
	N	%	N	%	N	%	N	%
2. Resident State								
(1) Colorado	56	86.2	151	91.5	546	95.5	765	93.6
(2) Other than Colorado	9	13.8	14	8.5	26	4.5	52	6.4
TOTAL	65	100.0	165	100.0	572	100.0	817	100.0
NO RESPONSE	1	1.5	0	0.0	2	0.3	8	1.0
4. Age								
(1) 17 and younger	1	1.6	0	0.0	9	1.7	12	1.6
(2) 18-21	20	31.7	60	39.2	130	24.3	215	28.0
(3) 22-25	9	14.3	40	26.1	89	16.6	143	18.6
(4) 25-29	11	17.5	19	12.4	86	16.1	116	15.1
(5) 30-39	11	17.5	17	11.1	115	21.5	143	18.6
(6) 40-49	9	14.3	14	9.2	59	11.0	83	10.8
(7) 50-59	2	3.2	3	2.0	41	7.7	49	6.4
(8) 60-65	0	0.0	0	0.0	6	1.1	7	0.9
TOTAL	63	100.0**	153	100.0	535	100.0	768	100.0
NO RESPONSE	3	4.5	12	7.3	39	6.8	57	6.9
MEDIAN AGE	27		23		28		26	
5. Sex								
(1) Female	39	59.1	95	57.6	381	66.8	526	64.5
(2) Male	27	40.9	70	42.4	189	33.2	290	35.5
TOTAL	66	100.0	165	100.0	570	100.0	816	100.0
NO RESPONSE	0	0.0	0	0.0	4	0.7	9	1.1
6. Veteran Status								
(1) Yes	12	20.7	30	18.8	63	12.0	107	14.1
(2) No	46	79.3	130	81.3	463	88.0	651	85.9
TOTAL	58	100.0	160	100.0	526	100.0	758	100.0
NO RESPONSE	8	12.1	5	3.0	48	8.4	67	8.1
7. Civil Rights Category								
(1) American Indian	0	0.0	3	2.0	7	1.3	10	1.3
(2) Asian	0	0.0	1	0.6	4	0.7	7	0.9
(3) Black/Negro	1	1.6	0	0.0	3	0.6	4	0.5
(4) Hispanic	3	4.9	9	5.9	8	1.5	21	2.7
(5) White	57	93.4	140	91.5	519	95.9	727	94.5
TOTAL	61	100.0	153	100.0	543	100.0	769	100.0
NO RESPONSE	5	7.6	12	7.3	33	5.7	56	6.8

*"Total" may not be the sum of the "certificate," "associate," and "neither" columns because 20 students were included in the total who could not be identified as belonging to one of the three categories (since they left item 9 blank).

**Total may not sum to 100.0 due to rounding error.

Table 1 (Continued)

	Certificate		Associate of Arts		Neither		Total	
	N	%	N	%	N	%	N	%
8. Highest Degree Held								
(1) GED	3	4.5	9	5.5	29	5.2	43	5.3
(2) High School Diploma	43	65.2	135	82.3	345	61.5	529	65.8
(3) Associate Degree	5	7.6	11	6.7	26	4.6	45	5.6
(4) Bachelor's Degree	8	12.1	3	1.8	103	18.4	115	14.3
(5) Master's Degree	1	1.5	0	0.0	22	3.9	23	2.9
(6) Professional Degree	2	3.0	0	0.0	14	2.5	16	2.0
(7) Doctorate	0	0.0	0	0.0	0	0.0	0	0.0
(8) None	4	6.1	6	3.7	22	3.9	33	4.1
TOTAL	66	100.0	164	100.0	561	100.0	804	100.0
NO RESPONSE	0	0.0	1	0.6	13	2.3	21	2.5
9. Program Enrolled In								
(1) Certificate	66	100.0	0	0.0	0	0.0	66	8.2
(2) Associate of Arts	0	0.0	165	100.0	0	0.0	165	20.5
(3) Neither	0	0.0	0	0.0	574	100.0	574	71.3
TOTAL	66	100.0	165	100.0	574	100.0	805	100.0
NO RESPONSE	0	0.0	0	0.0	0	0.0	20	2.4
10. Primary Reason for Attending A.C.C.								
(1) Preparation for Transfer	1	1.6	4	2.5	21	3.8	27	3.4
(2) Prepare for GED	0	0.0	1	0.6	4	0.7	8	1.0
(3) Preparation for 4 Year School	13	20.6	88	54.3	51	9.2	156	19.7
(4) Complete High School	0	0.0	0	0.0	4	0.7	4	0.5
(5) Upgrade Skills	17	27.0	17	10.5	178	32.1	213	26.9
(6) Learn New Skill	15	23.8	17	10.5	72	13.0	105	13.2
(7) Personal Enrichment	4	6.3	13	8.0	152	27.4	170	21.4
(8) Prepare for Professional Exam	7	11.1	13	8.0	24	4.3	46	5.8
(9) Other	6	9.5	9	5.6	48	8.7	64	8.1
TOTAL	63	100.0	162	100.0	554	100.0	793	100.0
NO RESPONSE	3	4.5	3	1.8	20	3.5	32	3.9
11. Time Enrolled Before Leaving								
(1) Less than One Quarter	19	28.8	33	20.0	218	39.4	276	34.6
(2) One Quarter - One Year	31	47.0	65	39.4	281	50.8	382	47.9
(3) One - Two Years	12	18.2	42	25.5	43	7.8	100	12.5
(4) Two Years or More	4	6.1	25	15.2	11	2.0	39	4.9
TOTAL	66	100.0	165	100.0	553	100.0	797	100.0
NO RESPONSE	0	0.0	0	0.0	21	3.7	28	3.4
12. Number of Months Since Withdrew								
(1) One Month or Less	1	1.6	2	1.3	11	2.0	14	1.8
(2) Two - Six Months	26	42.6	74	46.5	237	42.7	344	43.7
(3) Seven - Twelve Months	29	47.5	71	44.7	284	51.2	387	49.2
(4) More than One Year	5	8.2	12	7.5	13	4.1	42	5.3
TOTAL	61	100.0	159	100.0	555	100.0	787	100.0
NO RESPONSE	5	7.6	6	3.6	19	3.3	38	4.6

Table 1 (Continued)

		Certificate		Associate of Arts		Neither		Total	
		N	%	N	%	N	%	N	%
13. Full-Time vs. Part-Time Status in Past Two Quarters									
(1) Full-Time Student		24	39.3	62	38.0	67	12.1	155	19.5
(2) Part-Time Student		35	57.4	85	52.1	480	86.3	611	77.0
(3) Both		2	3.3	16	9.8	9	1.6	27	3.4
TOTAL		61	100.0	163	100.0	556	100.0	793	100.0
NO RESPONSE		5	7.6	2	1.2	18	3.1	32	3.9
14. Employment Status in Last Two Quarters									
(1) Not Employed		8	13.1	33	20.1	127	22.7	170	21.3
(2) 1-10 Hours/Week		6	9.8	7	4.3	19	3.4	32	4.0
(3) 11-20 Hours/Week		5	8.2	17	10.4	42	7.5	67	8.4
(4) 21-35 Hours/Week		5	8.2	29	17.7	58	10.4	94	11.8
(5) 36 or More Hours/Week		37	60.7	78	47.6	313	56.0	434	54.5
TOTAL		61	100.0	164	100.0	559	100.0	797	100.0
NO RESPONSE		5	7.6	1	0.6	15	.26	28	3.4
15. Financial Aid									
(1) None	Yes	21	34.4	43	26.1	90	15.9	157	19.5
	No	40	65.6	121	73.3	477	84.1	648	80.5
TOTAL		61	100.0	164	100.0	567	100.0	805	100.0
NO RESPONSE		5	7.6	1	0.6	7	1.2	20	2.4
(2) Scholarship	Yes	1	1.6	9	5.5	7	1.2	17	2.1
	No	60	98.4	155	94.5	557	98.8	784	97.9
TOTAL		61	100.0	164	100.0	564	100.0	801	100.0
NO RESPONSE		5	7.6	1	0.6	10	1.7	24	2.9
(3) Loan	Yes	0	0.0	1	0.6	1	0.2	3	0.4
	No	61	100.0	163	99.4	564	99.8	800	99.6
TOTAL		61	100.0	164	100.0	565	100.0	803	100.0
NO RESPONSE		5	7.6	1	0.6	9	1.6	22	2.7
(4) Work-Study	Yes	4	6.6	2	1.2	12	2.1	19	2.4
	No	57	93.4	162	98.8	553	97.9	784	97.6
TOTAL		61	100.0	164	100.0	565	100.0	803	100.0
NO RESPONSE		5	7.6	1	0.6	9	1.6	22	2.7
(5) Other	Yes	15	25.0	30	18.3	61	10.8	106	13.3
	No	45	75.0	134	81.7	502	89.2	692	86.7
TOTAL		60	100.0	164	100.0	563	100.0	798	100.0
NO RESPONSE		6	9.1	1	0.6	11	1.9	27	3.3

Table 1 (Continued)

	Certificate		Associate of Arts		Neither		Total	
	N	%	N	%	N	%	N	%
16. Grade Point Average								
(1) 0 - 1.49	0	0.0	2	1.6	3	0.8	7	1.3
(2) 1.50 - 1.99	4	8.5	8	6.6	27	7.1	39	7.0
(3) 2.00 - 2.49	4	8.5	13	10.7	15	4.0	33	5.9
(4) 2.49 - 2.99	21	44.7	39	32.0	102	27.0	166	29.8
(5) 3.00 - 3.49	10	21.3	30	24.6	53	14.0	95	17.1
(6) 3.50 - 4.00	8	17.0	30	24.6	178	47.1	217	39.0
TOTAL	47	100.0	122	100.0	378	100.0	557	100.0
NO RESPONSE	19	28.8	43	26.1	196	34.1	268	32.5
AVERAGE GPA	3.06		3.10		3.38		3.28	
18. Number of Changes of Major								
(1) Never Declared Major	13	22.0	26	16.0	341	65.0	387	51.1
(2) Never Changed	41	69.5	113	69.8	154	29.3	311	41.1
(3) Once	2	3.4	18	11.1	17	3.2	38	5.0
(4) Twice	2	3.4	4	2.5	9	1.7	15	2.0
(5) Three or More	1	1.7	1	0.6	4	0.8	6	0.8
TOTAL	58	100.0	162	100.0	525	100.0	757	100.0
NO RESPONSE	7	10.6	3	1.8	49	8.5	68	8.2

Table 2

MAJOR FIELDS OF RESPONDENTS FOR TOTAL SAMPLE AND SEPARATELY FOR DEGREE CATEGORIES

Major	Certificate		Associate of Arts		Neither		Total*	
	N	%	N	%	N	%	N	%
Natural Resources, General	0	0.0	0	0.0	0	0.0	1	0.2
Natural Resources, Management	0	0.0	1	0.7	1	0.4	2	0.4
Architecture	1	2.0	0	0.0	1	0.4	2	0.4
Environmental Design	0	0.0	0	0.0	1	0.4	1	0.2
Architectural Technology	0	0.0	1	0.7	0	0.0	1	0.2
City Planning	0	0.0	0	0.0	1	0.4	1	0.2
Automotive Equipment	1	2.0	0	0.0	3	1.1	4	0.9
General Biology	0	0.0	2	1.4	3	1.1	5	1.1
Building and Construction Trades	0	0.0	0	0.0	2	0.8	2	0.4
General Business	7	13.7	16	11.6	31	11.7	52	11.3
Accounting	5	9.8	12	8.7	19	7.2	37	8.0
Business Management	0	0.0	3	2.2	6	2.3	9	2.0
Hotel/Restaurant Management	0	0.0	0	0.0	1	0.4	1	0.2
Marketing	1	2.0	1	0.7	0	0.0	2	0.4
Sales	0	0.0	7	5.1	3	1.1	10	2.2
Secretarial Studies	6	11.8	4	2.9	3	1.1	13	2.8
Paralegal/Legal Assistant	9	17.6	1	0.7	1	0.4	12	2.6
Transportation Utilities Management	0	0.0	0	0.0	2	0.8	2	0.4
Communications	0	0.0	1	0.7	0	0.0	2	0.4
Journalism	0	0.0	1	0.7	1	0.4	2	0.4
Computer Sciences	0	0.0	1	0.7	2	0.8	3	0.7
General Education	1	2.0	2	1.4	4	1.5	7	1.5
Counseling	0	0.0	0	0.0	1	0.4	1	0.2
Elementary Education	0	0.0	1	0.7	14	5.3	15	3.3
Secondary Education	0	0.0	0	0.0	2	0.8	2	0.4
Special Education	0	0.0	0	0.0	2	0.8	2	0.4
General Engineering	0	0.0	1	0.7	4	1.5	5	1.1
Civil Engineering	0	0.0	0	0.0	1	0.4	1	0.2
Drafting and Design	1	2.0	1	0.7	0	0.0	2	0.4
Electrical Engineering	2	3.9	9	6.5	2	0.8	13	2.8
Engineering Support	0	0.0	0	0.0	1	0.4	1	0.2

*"Total" may not be the sum of the "Certificate," "associate," and "neither" columns because 20 students were included in the total who could not be identified as belonging to one of the three categories (since they left item 9 blank).

Table 2 (Continued)

Major	Certificate N	Certificate %	Associate of Arts N	Associate of Arts %	Neither N	Neither %	Total N	Total %
Industrial Engineering	0	0.0	0	0.0	2	0.8	2	0.4
Mechanical Engineering	0	0.0	0	0.0	1	0.4	1	0.2
Fine Arts	0	0.0	0	0.0	1	0.4	1	0.2
Art	0	0.0	4	2.9	8	3.0	12	2.6
Art History	0	0.0	0	0.0	1	0.4	1	0.2
Music History	0	0.0	0	0.0	1	0.4	1	0.2
Performing Arts	0	0.0	1	0.7	4	1.5	5	1.1
Photography	0	0.0	0	0.0	1	0.4	1	0.2
Foreign Languages	0	0.0	1	0.7	2	0.8	3	0.7
General Health Services	0	0.0	0	0.0	2	0.8	2	0.4
Medical Assistant	3	5.9	2	1.4	2	0.8	7	1.5
Medical Laboratory Technician	1	2.0	5	3.6	1	0.4	7	1.5
Dental Hygiene	0	0.0	0	0.0	1	0.4	1	0.2
Medical Records	0	0.0	0	0.0	1	0.4	1	0.2
Pre-Med	0	0.0	0	0.0	2	0.8	2	0.4
Nursing	3	5.9	13	9.4	39	14.7	57	12.4
Pharmacy	1	2.0	0	0.0	1	0.4	2	0.4
Pre-Vet	1	2.0	0	0.0	1	0.4	2	0.4
Home Economics	0	0.0	0	0.0	4	1.5	4	0.9
Family Relations	0	0.0	0	0.0	1	0.4	1	0.2
Foods and Nutrition	0	0.0	1	0.7	1	0.4	2	0.4
Home Decoration	0	0.0	3	2.2	6	2.3	9	2.0
Pre-Law	0	0.0	1	0.7	0	0.0	1	0.2
General English	1	2.0	0	0.0	8	3.0	9	2.0
English Literature	0	0.0	0	0.0	1	0.4	1	0.2
Philosophy	0	0.0	1	0.7	0	0.0	1	0.2
Religious Studies	0	0.0	0	0.0	3	1.1	3	0.7
Math and Statistics	0	0.0	2	1.4	3	1.1	5	1.1
Chemistry	0	0.0	0	0.0	4	1.5	4	0.9
Geology	0	0.0	0	0.0	2	0.8	2	0.4
Oceanography	0	0.0	1	0.7	0	0.0	1	0.2
Psychology	1	2.0	4	2.9	13	4.9	19	4.1
Law Enforcement	1	2.0	15	10.9	10	3.8	26	5.7

Table 2 (Continued)

Major	Certificate N	Certificate %	Associate of Arts N	Associate of Arts %	Neither N	Neither %	Total N	Total %
Parks and Recreation	0	0.0	0	0.0	1	0.4	1	0.2
Public Administration	0	0.0	0	0.0	1	0.4	1	0.2
Social Work	0	0.0	0	0.0	1	0.4	1	0.2
General Social Science	0	0.0	0	0.0	1	0.4	1	0.2
Anthropology	0	0.0	1	0.7	1	0.4	2	0.4
Economics	1	2.0	0	0.0	0	0.0	1	0.2
History	2	3.9	5	3.6	2	0.8	9	2.0
Political Science	1	2.0	1	0.7	3	1.1	5	1.1
Sociology	2	3.9	1	0.7	6	2.3	9	2.0
Other	0	0.0	11	7.8	9	3.4	20	4.3
TOTAL	51	100.0	138	100.0	265	100.0	460	100.0
NO RESPONSE OR UNDECIDED	15	22.7	27	16.4	309	53.8	365	44.2

- Almost all respondents (94 percent) were Colorado residents. As might be expected, more of the nondegree seekers were residents of Colorado (96 percent) than were either the certificate group (86 percent) or the associate degree group (92 percent).
- Respondents ranged in age from 15 to 65 with a median age of 26. In all three subgroups, the 18 to 21 year olds represented the largest category of respondents. The associate degree seekers had the lowest median age (23).
- More women than men responded to the survey. For those not seeking a degree, the ratio was two to one; for the degree/certificate seekers, it was 1-1/2 to 1.
- Overall, about one in seven respondents was a veteran. For the two degree seeking groups, however, veterans were about one out of five respondents, while only one of eight in the nondegree category was a veteran.
- Almost all respondents were white (94 percent), with little variation across degree categories.
- Almost two-thirds of respondents (66 percent) had a high school diploma as their highest degree. For those seeking an associate degree, however, this proportion rose to more than four-fifths (82 percent).
- More than half (54 percent) of those seeking an associate degree were enrolled primarily to prepare to transfer to a four year college. The remainder of this group was fairly evenly divided as to primary reason for attending Arapahoe Community College among upgrading or learning new skills, personal enrichment, and preparation for a professional exam.

- The certificate seekers most frequently listed upgrade or learn new skills (27 and 25 percent, respectively) as their primary reason for attending Arapahoe Community College, followed by preparation for transferring to a four year school (21 percent) and preparation for a professional exam (11 percent).
- For those not seeking a degree, the most frequently mentioned reason for attending school was to upgrade skills (32 percent), followed by personal enrichment (27 percent), and to learn new skills (13 percent).
- Overall, about one-third of respondents were enrolled less than one academic quarter before leaving, almost half less than one year, and the remainder were enrolled longer. The associate degree seekers were somewhat different in that only 20 percent were enrolled less than one quarter, while 39 percent left before one year, 25 percent before two years and 15 percent had been enrolled two years or more. It should be noted that the questionnaire wording for this item was unclear for students who had been enrolled exactly one quarter or one year; results for this item should therefore be interpreted with caution.
- In all categories of respondents, the majority were part-time students during their last two quarters at A.C.C. Slightly more than half of the degree or certificate seekers were part-time students, while almost all (96 percent) of the nondegree seekers were enrolled part-time.

- Correspondingly, the bulk of respondents were employed while at A.C.C. Certificate seekers were the least likely to be employed (13 percent), followed by associate degree seekers (20 percent), and those not seeking a degree (23 percent). This finding is somewhat counter-intuitive in that one would expect that nondegree seekers would be more likely to hold jobs than degree seeking students. It seems probable that the larger proportion of women respondents in the nondegree category accounts for these results.
- Large percentages in all groups were employed full-time (36 or more hours per week). Certificate seekers were the group with the largest percentage employed full-time (61 percent), followed by nondegree seekers (56 percent), and associate degree seekers (48 percent).
- Most respondents were receiving no financial aid. One-third of respondents in the certificate group reported they received some form of financial aid, one-fourth of the associate degree group, and 16 percent of the nondegree group also received financial aid. Virtually none of the respondents had loans, almost none had scholarships (except for five percent of the associate degree respondents), and almost none were involved in work-study programs. Most of those who said they received financial aid responded that it was in the form of monies other than scholarships, loans, or work study.
- Grade point averages were high (better than 3.0) in all three groups with approximately eight percent in each category of respondents below a "C" (2.0). (It should be noted that almost one-third of respondents did not respond to this item on the questionnaire.)

- Of both the degree and certificate seekers, 70 percent had never changed major fields of study and very few (three to four percent) had changed majors more than once.
- Major fields of respondents in the certificate group were diverse but tended toward the applied or vocational preparation fields. Four majors accounted for over half (53 percent) of the respondents: general business, accounting, secretarial studies, and paralegal studies.
- In the associate degree group, major fields were also diverse, with four majors accounting for 41 percent of respondents: general business, accounting, nursing, and law enforcement.
- Of the nondegree/certificate seekers who stated their major field, responses were even more scattered than for the other two groups. For this group it is difficult to interpret the meaning of "major field" since most were only enrolled for selected courses. In many cases, respondents may have indicated their current occupational field rather than a declared major field of study at A.C.C.

Reasons for Leaving. Item 20 provided the data from which students' reasons for leaving were tabulated. Table 3 shows means, or weighted averages, which were calculated for each listed reason by assigning the numbers 4, 3, 2, and 1 to the categories of "major", "moderate", "minor", and "not a reason", respectively, and then averaged over students. These means provide a single number that summarizes the relative importance of each reason for leaving. Table 4 lists the five most important reasons students

Table 3

REASON FOR LEAVING MEANS* FOR TOTAL SAMPLE AND DEGREE CATEGORIES

Reason	Certificate (N = 66)	Associate of Art (N = 165)	Neither (N = 574)	Total (N = 825)
Low grades	1.29	1.30	1.19	1.22
Courses too difficult	1.26	1.15	1.20	1.20
Inadequate study habits	1.52	1.48	1.35	1.39
Needed temporary break	1.72	2.14	1.44	1.62
Learned what I came to learn	1.46	1.36	2.32	2.01
Conflict between job and studies	2.47	2.35	1.99	2.12
Accepted a job	1.29	1.27	1.24	1.25
Went into military	1.14	1.25	1.07	1.12
Not enough money	1.89	2.00	1.57	1.70
Could not get financial aid	1.21	1.23	1.12	1.14
Financial aid insufficient	1.14	1.22	1.11	1.14
Child care unavailable	1.29	1.13	1.20	1.19
Study too time-consuming	1.61	1.62	1.45	1.50
Home responsibilities too great	1.77	1.76	1.67	1.70
Illness, personal or family	1.57	1.52	1.38	1.42
Personal problems	1.70	1.67	1.40	1.48
Personal goals fulfilled	1.57	1.21	1.87	1.67
Marital situation changed plans	1.67	1.37	1.22	1.29
Moved out of area	1.59	1.74	1.46	1.54
Overall dissatisfaction with A.C.C.	1.39	1.58	1.27	1.35
Specific dissatisfactions with A.C.C.	1.63	1.91	1.45	1.56
Dissatisfaction with major	1.57	1.54	1.27	1.35

*Means were calculated by assigning the numbers 1, 2, 3, and 4 to the categories "not a reason," "minor reason," "moderate reason," and "major reason," respectively and then averaging across students. Thus, a large value of the mean indicates a greater importance to students for the corresponding "reason for leaving." Note that for each reason between one-fourth and one-third of respondents left the item blank.

TABLE 4

THE FIVE MOST IMPORTANT* REASONS FOR LEAVING FOR

TOTAL SAMPLE AND DEGREE CATEGORIES

Reason	Certificate		Associate of Arts		Neither		Total	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
Conflict between job and studies	1	2.47	1	2.35	2	1.99	1	2.12
Learned what I came to learn	--	--	--	--	1	2.32	2	2.17
Not enough money	2	1.89	3	2.00	5	1.57	** 3	1.70
Home responsibilities too great	3	1.77	5	1.76	4	1.67	** 4	1.70
Personal goals fulfilled	--	--	--	--	3	1.83	5	1.67
Needed a temporary break from studies	4	1.72	2	2.14	--	--	--	--
Personal problems	5	1.70	--	--	--	--	--	--
Dissatisfaction with specific aspects of A.C.C.	--	--	4	1.91	--	--	--	--

*"Most important" was determined using the mean or average across students for each reason calculated by assigning "1" to "not a reason," "2" to "minor reason," "3" to "moderate reason," and "4" to "major reason."

**Bracketed items are of equal importance.

gave for leaving (the five reasons with the highest means) for the total sample and for each of the degree groups.

While no single pattern emerges from Table 4 either across all three groups or across the five top-ranked reasons within each group, several points worth noting do appear:

- Three of the highest ranked five reasons are the same across all three groups of respondents, (though not in the same order): 1) conflict between job and studies; 2) not enough money; and 3) home responsibilities too great.
- The remaining two reasons in the top five for those respondents not seeking a degree or certificate were both related to the students' having achieved at Arapahoe their own personal goals: 1) learned what I came to learn and 2) fulfilled my own personal goals in schooling. These two reasons for not returning to the College were reinforced by the numerous statements to the same effect by respondents for question 19 (where they described in their own words why they didn't return).
- The certificate and associate degree seeking groups were similar in four out of the top five reasons given for leaving (though again not in identical order). In addition to the three similar reasons listed above, "needed a temporary break from studies" was among the five most important reasons for leaving for both groups.

- "Personal problems" was the fifth ranked reason for certificate seekers and "dissatisfaction with specific aspects of school" was the fourth ranked reason for the associate degree group.

Satisfaction with Institutional Services: Tables 5a, 5b, 5c, and 5d list a number of services and environmental factors at Arapahoe College (from questionnaire item 21) and show the mean degree of satisfaction respondents expressed for each as well as the percentage who did not respond to each item and the percentage who responded "does not apply." Table 5a is for the total sample of respondents and Tables 5b, 5c, and 5d are for the certificate, associate, and "neither" groups, respectively. As in Table 3, means were calculated by assigning the numbers 1, 2, 3, 4, and 5 to the categories "none", "little", "moderate", "much", and "great", respectively, and then averaging across students. Table 6 shows the five highest and lowest rated items for respondents in each degree group and the total sample.

Before discussing the results shown in these tables, it should be noted that a sizable percentage of respondents did not respond to some or all of these items (from seven to 20 percent, averaging around 15 percent), and a large percentage of respondents chose the "does not apply" response for each item (from three to 67 percent, averaging around 35 percent). As might be expected, those not seeking a degree or certificate were most likely not to respond to items or to check "does not apply", since many of them were taking only one or two selected courses and were, therefore, not particularly concerned

Table 5a

MEAN SATISFACTION WITH A.C.C. SERVICES FOR TOTAL SAMPLE

(N = 825)

Service	Mean	Number of Respondents**	Percent Missing***	Percent Does Not Apply***
Counseling/guidance	3.23	409	15.9	34.5
Academic advising	3.12	381	16.7	37.1
Library services	3.76	432	17.0	30.7
Employment opportunities	2.79	202	17.9	57.6
Financial aid opportunities	2.76	178	17.9	60.5
Cost	3.78	479	15.6	26.3
Enrollment size	3.70	429	17.6	30.4
Rules and regulations	3.66	372	17.3	37.6
Extra-curricular opportunities	3.06	234	18.2	53.5
Intellectual stimulation	3.37	513	16.7	21.1
Cultural opportunities	3.08	287	18.3	46.9
Social opportunities	3.06	274	17.7	49.1
Religious environment	2.40	160	17.7	62.9
Recreational facilities	2.82	255	18.1	51.0
Location of this school	3.86	559	15.5	16.7
Residence/living accommodations	2.98	127	18.4	66.2
Grading system	3.68	505	17.1	21.7
Course content in major field	3.56	482	17.6	24.0
Teaching in major field	3.56	447	18.1	27.8
Amount of contact with teachers	3.63	580	16.4	13.3
Scheduling of classes	3.42	555	16.4	16.4
Relevance of major to career goals	3.61	427	18.8	29.5
Pre-enrollment information	3.24	503	17.1	21.9
The school in general	3.83	598	17.0	10.5

*Means were calculated by assigning the numbers 1, 2, 3, 4, and 5 to the categories "none," "little," "moderate," "much," and "great" satisfaction. Thus, a large value indicates a greater degree of satisfaction to students for the corresponding item.

**Number of respondents used in calculating mean; i.e., total in group minus number of missing and "does not apply" responses.

***Percent calculated using base of 825.

Table 5b

MEAN SATISFACTION WITH A.C.C. SERVICES FOR CERTIFICATE SEEKERS

(N = 66)

Service	Mean*	Number of Respondents**	Percent Missing***	Percent Does Not Apply***
Counseling/guidance	3.29	49	10.6	15.2
Academic advising	3.08	48	9.1	18.2
Library services	3.68	47	9.1	19.7
Employment opportunities	3.20	30	10.6	43.9
Financial aid opportunities	2.44	23	10.6	54.5
Cost	3.51	41	10.6	27.3
Enrollment size	3.70	40	10.6	28.8
Rules and regulations	3.47	36	9.1	36.4
Extra-curricular opportunities	2.95	21	16.7	51.5
Intellectual stimulation	3.49	43	12.1	22.7
Cultural opportunities	3.07	30	13.6	40.9
Social opportunities	3.19	26	12.1	48.5
Religious environment	2.61	18	13.6	59.1
Recreational facilities	2.71	24	13.6	50.0
Location of this school	3.72	50	9.1	15.2
Residence/living accommodations	2.93	15	12.1	65.2
Grading system	3.51	47	10.6	18.2
Course content in major field	3.58	55	13.6	3.0
Teaching in major field	3.51	53	10.6	9.1
Amount of contact with teachers	3.50	56	10.6	4.5
Scheduling of classes	3.59	51	13.6	9.1
Relevance of major to career goals	3.82	54	12.1	6.1
Pre-enrollment information	3.21	48	12.1	15.2
The school in general	3.80	56	9.1	6.1

*Means were calculated by assigning the numbers 1, 2, 3, 4, and 5 to the categories "none," "little," "moderate," "much," and "great" satisfaction. Thus, a large value indicates a greater degree of satisfaction to students for the corresponding item.

**Number of respondents used in calculating mean; i.e., total in group minus number of missing and "does not apply" responses.

***Percent calculated using base of 66.

Table 5c

MEAN SATISFACTION WITH A.C.C. SERVICES FOR ASSOCIATE DEGREE SEEKERS

(N = 165)

Service	Mean*	Number of Respondents**	Percent Missing***	Percent Does Not Apply***
Counseling/guidance	3.15	127	6.7	16.4
Academic advising	3.13	121	7.9	18.8
Library services	3.82	126	8.5	15.2
Employment opportunities	2.75	59	10.3	53.9
Financial aid opportunities	2.75	61	9.1	53.9
Cost	3.83	126	8.5	15.2
Enrollment size	3.75	121	9.1	17.6
Rules and regulations	3.77	113	8.5	23.0
Extra-curricular opportunities	3.14	88	8.5	38.2
Intellectual stimulation	3.36	126	8.5	15.2
Cultural opportunities	2.96	88	9.7	37.0
Social opportunities	3.05	95	8.5	33.9
Religious environment	2.28	54	8.5	58.8
Recreational facilities	2.75	89	8.5	37.6
Location of this school	3.79	138	7.3	9.1
Residence/living accommodations	2.69	39	9.7	66.7
Grading system	3.69	133	8.5	10.9
Course content in major field	3.55	140	8.5	6.7
Teachin in major field	3.63	120	11.5	15.8
Amount of contact with teachers	3.58	144	7.9	4.8
Scheduling of classes	3.21	140	6.7	8.5
Relevance of major to career goals	3.59	125	9.7	14.5
Pre-enrollment information	3.29	126	9.1	14.5
The school in general	3.84	146	7.3	4.2

*Means were calculated by assigning the numbers 1, 2, 3, 4, and 5 to the categories "none," "little," "moderate," "much," and "great" satisfaction. Thus, a large value indicates a greater degree of satisfaction to students for the corresponding item.

**Number of respondents used in calculating mean; i.e., total in group minus number of missing and "does not apply" responses.

***Percent calculated using base of 165.

Table 5d

MEAN SATISFACTION WITH A.C.C. SERVICES FOR NONDEGREE/CERTIFICATE SEEKERS

(N = 574)

Service	Mean*	Number of Respondents**	Percent Missing***	Percent Does Not Apply***
Counseling/guidance	3.27	226	18.1	42.5
Academic advising	3.12	205	19.2	45.1
Library services	3.75	253	19.5	36.4
Employment opportunities	2.72	111	20.0	60.6
Financial aid opportunities	2.85	92	20.4	63.6
Cost	3.79	305	17.4	29.4
Enrollment size	3.68	264	19.9	34.1
Rules and regulations	3.64	220	19.7	42.0
Extra-curricular opportunities	3.02	121	20.2	58.7
Intellectual stimulation	3.36	336	18.6	22.8
Cultural opportunities	3.17	166	20.2	50.9
Social opportunities	3.07	151	20.0	53.7
Religious environment	2.45	87	19.9	65.0
Recreational facilities	2.89	140	20.4	55.2
Location of this school	3.92	365	17.6	18.8
Residence/living accommodations	3.12	72	20.7	66.7
Grading system	3.71	316	19.5	25.4
Course content in major field	3.55	282	19.7	31.2
Teaching in major field	3.54	268	19.9	33.4
Amount of contact with teachers	3.66	372	18.5	16.7
Scheduling of classes	3.47	358	18.5	19.2
Relevance of major to career goals	3.56	244	21.3	36.2
Pre-enrollment information	3.22	322	19.2	24.7
The school in general	3.86	385	19.7	13.2

*Means were calculated by assigning the numbers 1, 2, 3, 4, and 5 to the categories "none," "little," "moderate," "much," and "great" satisfaction. Thus, a large value indicates a greater degree of satisfaction to students for the corresponding item.

**Number of respondents used in calculating mean; i.e., total in group minus number of missing and "does not apply" responses.

***Percent calculated using base of 574.

TABLE 6

THE FIVE MOST AND LEAST SATISFACTORY** ASPECTS OF A.C.C. FOR TOTAL SAMPLE AND DEGREE CATEGORIES

Aspect	Certificate		Associate of Arts		Neither		Total	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
			Most Satisfactory*					
Location of school	2	3.72	3	3.79	1	3.92	1	3.86
Cost	--	--	1	3.83	2	3.79	2	3.78
Library services	4	3.68	2	3.82	3	3.75	3	3.76
Enrollment size	3	3.70	5	3.75	5	3.68	4	3.70
Grading system	--	--	--	--	4	3.71	5	3.68
Relevance of major to career	1	3.82	--	--	--	--	--	--
Scheduling of classes	5	3.59	--	--	--	--	--	--
Rules and regulations	--	--	4	3.77	--	--	--	--
			Least Satisfactory					
Religious environment	2	2.61	1	2.20	1	2.45	1	2.40
Financial aid opportunities	1	2.44	3	2.75	3	2.85	2	2.76
Employment opportunities	--	--	4	2.75	2	2.72	3	2.79
Recreational activities	3	2.71	5	2.75	4	2.89	4	2.82
Residence/living accommodations	4	2.93	2	2.69	--	--	5	2.98
Extra curricular opportunities	5	2.95	--	--	5	3.02	--	--

*"The school in general" was rated number one or number two in each degree group, but was not included as one of the "most satisfactory" items because it provides no specific information.

**"Satisfactory" is determined by using the mean as the criterion. See footnote Tables 5a-d for calculation of mean.

about services such as extra-curricular opportunities and residence halls. Another noticeable trend across all three groups was for the percentage responding "does not apply" to dramatically decrease for items that were relevant to a community college such as counseling/guidance, cost, location, course content, and so forth. (This trend tends to validate the questionnaire data, because it shows that students selectively used the "does not apply" option where it was appropriate rather than checking that option for all items.)

The substantial percentages in each group using the "does not apply" option presents a data interpretation problem for two reasons. First, in some cases mean ratings are based on very small numbers of respondents (less than one-fourth of the sample for certain items). Second, those who did rate an item for which many checked "does not apply" may have felt very strongly about the item, and therefore, given it an extremely high or low rating. An example is the residence/living accommodations item. For the total sample of 825, only 127 students supplied a rating. Eighteen percent left the item blank, and 66 percent checked "does not apply." Yet, this item in Table 6 is second from the bottom of satisfactory aspects of A.C.C. for the associate degree group and fourth for the certificate seekers. Very likely, those that were concerned about the lack of residence halls at Arapahoe felt strongly enough to assign very low ratings to the item. Those who were not concerned (and, therefore, not dissatisfied) with the lack of residence halls probably simply checked "does not apply" rather than one of the rating options. This same line of reasoning applies equally well to

the other five items which were among the five least satisfactory aspects of A.C.C.: religious environment, financial aid opportunities, employment opportunities, recreational facities, and extra-curricular opportunities. Clearly, caution must be exercised in interpreting results for the least satisfactory aspects of Arapahoe. A safe and probably reasonably correct interpretation might be that for a sizable minority of respondents in each group the factors mentioned above were relatively unsatisfactory, perhaps to the extent of causing them to leave the College. For the majority of respondents in each degree category, however, these same aspects of the College were seen as irrelevant to their perceptions of either Arapahoe or community colleges in general.

Interestingly, for the eight items which were rated among the five most satisfactory aspects of Arapahoe Community College for at least one degree group, the percentages checking "does not apply" were substantially smaller in all cases, ranging from six to 42 percent, averaging around 22 percent. Thus, there is less cause for concern about data interpretation for the items rated most satisfactory than for the least satisfactory items.

Three of the five most satisfacotry aspects of A.C.C. were the same across all three degree categories (though not with the same rank): 1) location of school, 2) library services, and 3) enrollment size. Cost was also in the top five for the associate degree seekers and those not

seeking a degree. The grading system, relevance of major to career goals, scheduling of classes, and rules and regulations were also among the five most satisfactory aspects of Arapahoe Community College for at least one of the three degree groups. Thus, respondents, in general, seemed to be most satisfied with aspects of the College relating to services which are of primary importance to a community college: low cost, accessible location, appropriate enrollment size, career-relevant majors, and flexible scheduling.

Current Plans/Activities: Item 22 of the questionnaire concerned plans for respondents' continuing education (shown in Table 7). As can be seen, responses for the three degree groups were relatively similar despite the different goals each group had in attending college. Between 16 and 20 percent were already enrolled in another school; 11 to 14 percent planned to attend a school other than Arapahoe within a year; 34 to 46 percent planned to return to Arapahoe Community College within a year; and 20 to 36 percent planned not to return to school at all within a year. Thus, almost a third of each group planned to or already was attending another school; that is, were transfer students, while one-third to almost half (depending on the degree group) planned to reenroll at A.C.C., and between one-fifth and one-third were true dropouts or stopouts (in the sense that they had no plans for further education within the year). Of those not planning to return to school within the year, the majority in each group were

were already employed, and another 6 to 12 percent were looking for a job. Approximately one-fifth of those seeking an associate degree and those not seeking a degree stated they were caring for home and family, while only one-eighth of the certificate seekers were doing so.

TABLE 7

CURRENT PLANS AND ACTIVITIES FOR TOTAL SAMPLE AND DEGREE CATEGORIES

	Certificate		Associate of Arts		Neither		Total	
	N	%	N	%	N	%	N	%
22. Current School Plans								
(1) Currently enrolled in another school	9	15.8	31	20.3	93	19.0	140	19.7
(2) Plan to attend another school within year	8	14.0	20	13.1	54	11.0	82	11.5
(3) Plan to return to this school within year	23	40.4	71	46.4	166	33.9	263	36.9
(4) Plan not to return to school within year	17	29.8	31	20.3	177	36.1	227	31.9
TOTAL	57	100.0	153	100.0	490	100.0	712	100.0
NO RESPONSE	9	13.6	12	7.3	84	14.6	113	13.7
23. If not planning to or attending school, what are you currently doing?*								
(1) Military service	0	0.0	0	0.0	2	1.2	2	0.9
(2) Looking for a job	2	11.8	2	6.5	15	8.9	20	9.2
(3) Working in a job	10	58.8	22	71.0	103	61.3	136	62.4
(4) Caring for home/family	2	11.8	6	19.4	37	22.0	45	20.6
(5) Traveling	0	0.0	0	0.0	1	0.6	1	0.5
(6) Not doing anything	0	0.0	1	3.2	1	0.6	2	0.9
(7) Other	3	17.6	0	0.0	9	5.4	12	5.5
TOTAL	17	100.0	31	100.0	168	100.0	218	100.0
NO RESPONSE	0	0.0	0	0.0	9	5.1	9	4.0

*Only those who responded (4) to question 22 are eligible to respond to this item.

III

SUMMARY

During July of 1975, 2,560 Arapahoe College students who had failed to return for at least one quarter during the 1974-75 academic year were sent a questionnaire concerning their reasons for not returning, satisfaction with various aspects of A.C.C., present and future plans, and background and demographic information. After a follow-up mailing in September, 825 usable questionnaires were received for an adjusted response rate of 38 percent. Of the 825 respondents, 66 (8 percent) were seeking a certificate from the College when they left, 165 (20 percent) were seeking an associate's degree, and 574 (70 percent) were not seeking a degree or certificate. (Twenty respondents [2 percent] did not indicate their program of study.) Data from the survey were analyzed separately for each of these three groups.

The questionnaire background data for respondents revealed fairly predictable patterns among the three groups of students (certificate, associate, and neither). Those not seeking a degree or certificate were almost entirely residents of Colorado; tended to be somewhat older, with an average age of 28 and a range from 15 to 65; were more likely to be female by a ratio of two to one; if a man, one out of three was a veteran; and were almost entirely White. Two-thirds of this group held a high school diploma or GED, almost a third held a higher degree, and less than four percent held no degree. Nearly three-fourths enrolled at A.C.C. to learn new skills, upgrade skills, or for personal enrichment and 40 percent had been enrolled a year

or less. One of eight was enrolled full-time, three-fourths were employed, and few received any financial aid. Grades were high for this group, averaging 3.4. The majority (nearly two-thirds) had never declared a major.

The respondents seeking a certificate or associate degree were generally quite similar to each other in background characteristics. These students were primarily from Colorado; tended to be older than traditional students (certificate seekers averaged 27 years of age, while associate seekers, 23); were more likely to be female by a ratio of three to two; of the men, nearly half were veterans; and were almost entirely white. Most associate degree students had a high school diploma or GED (88 percent), while the same was true of 70 percent of the certificate seekers with an additional 17 percent in this group holding bachelor's or higher degrees. The two groups differed somewhat in students' primary reason for attending A.C.C.: over half the associate degree respondents were enrolled to prepare for attending a four-year school, while between eight to ten percent of respondents listed either upgrade skills, learn new skills, personal enrichment or professional exam preparation. For certificate respondents, upgrading or learning new skills and four year school preparation were the most common reasons for attending A.C.C. (each listed by one-fifth to one-fourth of respondents), while 11 percent listed professional exam preparation as their main reason for attending Arapahoe. Almost one of five in the certificate group attended the College for more than a year before leaving, while nearly twice that many in the associate degree group were enrolled more than a year. Nearly 40 percent of both groups were full-time students. Only 13

percent of the certificate respondents were not employed at all at A.C.C., and over 60 percent were employed full-time. In the associate degree group, 20 percent were not employed, and almost half were employed full-time. A substantial minority of both groups received financial aid (between 26 and 34 percent) while at Arapahoe. Grades for both groups were good (averaging 3.1), and over two-thirds had declared a major and never changed.

Over half of the certificate seekers were from one of four major fields: general business, accounting, secretarial studies, and paralegal studies. Nearly 41 percent of the associate degree seekers were also from one of four major fields: general business, accounting, nursing, and law enforcement. These results may have programmatic implications for the College if the proportions of all students enrolled at A.C.C. in these major fields are substantially less than the proportions in these majors who left A.C.C. (For example, if the percentage of all associate degree seekers enrolled in the law enforcement program is, say, two percent, but ten percent of those who leave are in law enforcement, this result may indicate a potential problem in the law enforcement program.)

Among all three degree groups, three reasons for leaving Arapahoe surfaced as important: (1) conflict between job and studies; (2) lack of money; and (3) "home responsibilities too great." For those not seeking a degree or certificate, two other reasons frequently mentioned by respondents were fulfillment of personal goals and "learned what I came to learn." Those

seeking a certificate or associate's degree also cited the need for a temporary break from studies as an important reason for leaving the College. Certificate seekers also frequently mentioned personal problems as a reason for not returning, and associate degree seekers ranked dissatisfaction with specific aspects of A.C.C. as the fourth most important reason for leaving.

Respondents were asked to rate their degree of satisfaction with various services and functions of the College. From these ratings, the five most and least satisfactory aspects of A.C.C. were inferred for each of the three groups of respondents by calculating a weighted average for each item in the check list. Three items were rated by all three groups as very satisfactory: (1) location of the school; (2) library services; and (3) enrollment size. Cost, the grading system, relevance of major to career goals, scheduling of classes, and rules and regulations were also among the five most satisfactory aspects of A.C.C. for at least one of the degree groups.

The items rated lowest in satisfaction by students were in all cases checked as "does not apply" by substantial percentages. (In every case but one, at least 50 percent checked "does not apply" for the items which emerged as the five least satisfactory aspects of the College across all three groups.) This result combined with the nine to 20 percent who did not respond at all to these items left few respondents who assigned ratings, and consequently, a problem in interpreting these data. Apparently, the few

who did respond felt quite strongly that these areas were unsatisfactory, and, therefore, assigned very negative ratings. One way of interpreting these results is to say that for sizable minorities of respondents, the religious environment, financial aid opportunities, employment opportunities, recreational activities, lack of residence/living accommodations, and extra-curricular opportunities were unsatisfactory at the College, possibly to the extent, in some cases, of causing them to leave.

Current plans of most students in each group (64 to 80 percent) involved returning to school. Of these, the majority planned to return to A.C.C. within the year. Of those not planning to return to school in the near future, 60 to 70 percent in each degree group were working, 6 to 12 percent were looking for a job, and 12 to 22 percent were caring for home and family.

APPENDIX

ARAPAHOE COMMUNITY COLLEGE
CONFIDENTIAL QUESTIONNAIRE FOR
NON-RETURNING STUDENTS

1. Name _____ (Last) _____ (First) ____ (M.I.) Date _____ (Month) / _____ (Year)

2. Home Street Address _____

City _____ State _____ Zip Code _____

3. Social Security Number _____

4. Date of Birth _____ (Month) / _____ (Year)

5. Sex: ____(1) Female ____(2) Male

6. Are you a veteran: ___(1) Yes ___(2) No

7. Civil Rights Category (PLEASE CHECK ONE): (✓)

____(1) American Indian or Alaska Native
____(2) Asian or Pacific Islander
____(3) Black/Negro
____(4) Hispanic
____(5) White, Other than Hispanic

8. What is the highest degree you currently hold? (PLEASE CHECK ONE) (✓)

____(1) GED Equivalency
____(2) High School diploma
____(3) Associate degree
____(4) Bachelor's degree
____(5) Master's degree
____(6) Professional degree (includes only dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
____(7) Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)
____(8) I have no degree or diploma

9. What program were you enrolled in? (PLEASE CHECK ONE) (✓)

____(1) Certificate program
____(2) A.A. degree program
____(3) Neither, only enrolled in selected courses

10. Which one of the following was your primary reason for attending school? (PLEASE CHECK ONE) (✓)

____(1) to complete deficiencies in order to transfer
____(2) to prepare for GED
____(3) to complete first two years of college in preparation for transferring to a 4-year college
____(4) to complete high school
____(5) to upgrade my skills
____(6) to learn a new skill
____(7) for personal enrichment; e.g., fun, achievement, etc.
____(8) to prepare for a professional examination; e.g., real estate, nursing, etc.
____(9) Other, please specify _____

11. How long were you enrolled before you left school? (PLEASE CHECK ONE) (✓)

____(1) Less than one quarter
____(2) More than one quarter, but less than one year
____(3) One year or more, but less than two years
____(4) Two years or more

12. How many months has it been since you withdrew from school? (PLEASE CHECK ONE)
(✓)

____(1) One month or less
____(2) Two to six months
____(3) Seven months to one year
____(4) More than one year

13. During the last two quarters (or less) that you were enrolled, were you primarily: (PLEASE CHECK ONE)
(✓)

____(1) a full-time student (12 or more quarter hours)
____(2) a part-time student (less than 12 quarter hours)
____(3) both during the last two quarters

14. During the last two quarters (or less) that you were enrolled were you employed in a job: (PLEASE CHECK ONE)
(✓)

____(1) Not at all
____(2) 1-10 hours/week
____(3) 11-20 hours/week
____(4) 21-35 hours/week
____(5) 36 or more hours/week

15. Which of the following types of financial aid were you receiving at any time during the last two quarters (or less): (CHECK ALL THAT APPLY)
(✓)

____(1) None
____(2) Scholarship
____(3) Loan
____(4) Work-study
____(5) Other

16. What was your cumulative overall grade point average (GPA) at the time you left school (based on a 4.0 system)? (PLEASE FILL IN)

_____

17. What was your last major? _____

18. How many different times did you change majors while enrolled? (PLEASE CHECK ONE)
(✓)

____(1) Never declared a major field of study
____(2) Never changed majors
____(3) One time
____(4) Two times
____(5) Three times
____(6) Four or more times

19. Please briefly describe the reasons why you left school.

_____

_____

_____

_____

20. Listed below are several reasons why a student might leave school. To what extent are these your reasons for leaving this school? (CHECK THE APPROPRIATE RESPONSE) (✓)

	Major Reason 4	Moderate Reason 3	Minor Reason 2	Not A Reason 1
Academic				
Low Grades				
Found courses too difficult				
Inadequate study techniques or habits				
Needed a temporary break from studies				
Learned what I came to learn				
Other, _____				
Employment				
Conflict between job and studies				
Accepted a job and didn't need more school				
Went into military service				
Other, _____				
Financial				
Not enough money to go to school				
Applied but could not obtain financial aid				
Financial aid was not sufficient				
Child care not available or too costly				
Other, _____				
Personal Circumstance				
Found study time too time-consuming				
Home responsibilities were too great				
Illness, personal or family				
Personal problems				
Fulfilled my own personal goals in schooling				
Marital situation changed my education plans				
Moved out of the area				
Other, _____				
Satisfaction with School				
Overall dissatisfaction with school				
Dissatisfaction with specific aspects of this school				
Dissatisfaction with major program at this school				
Other, _____				

21. Please check the appropriate box describing your degree of satisfaction with the following aspect of the school you left.

	Degree of Satisfaction					
	None	Little	Moderate	Much	Great	Does Not Apply
A. Counseling/guidance services	___	___	___	___	___	___
B. Academic advising services	___	___	___	___	___	___
C. Library services	___	___	___	___	___	___
D. Employment opportunities	___	___	___	___	___	___
E. Financial aid opportunities	___	___	___	___	___	___
F. Cost of attending this school	___	___	___	___	___	___
G. Enrollment size of this school	___	___	___	___	___	___
H. Rules and regulations at this school	___	___	___	___	___	___
I. Extra-curricular opportunities	___	___	___	___	___	___
J. Intellectual stimulation	___	___	___	___	___	___
K. Cultural opportunities	___	___	___	___	___	___
L. Social opportunities	___	___	___	___	___	___
M. Religious environment	___	___	___	___	___	___
N. Recreational facilities	___	___	___	___	___	___
O. Location of this school	___	___	___	___	___	___
P. Residence/living accommodations	___	___	___	___	___	___
Q. Grading system	___	___	___	___	___	___
R. Course content in your major field	___	___	___	___	___	___
S. Teaching in your major field	___	___	___	___	___	___
T. Amount of contact with your teachers	___	___	___	___	___	___
U. Scheduling of classes	___	___	___	___	___	___
V. Relevance of your major field to your career goals	___	___	___	___	___	___
W. Information given to you about this school before enrolling	___	___	___	___	___	___
X. The school in general	___	___	___	___	___	___

22. What are your current school plans? (PLEASE CHECK ONE) (✓)

___(1) Currently enrolled in another school; _____ NAME OF INSTITUTION
___(2) Plan to attend another school within the year
___(3) Plan to return to this school within the year
___(4) Plan not to return to school within the year

23. If you do not plan to attend school within the next year, or are not currently attending school, what are you doing? (PLEASE CHECK ONE) (✓)

___(1) Entered or plan to enter military service
___(2) Looking for a job
___(3) Working in a job
___(4) Caring for home and/or family
___(5) Traveling
___(6) Not doing anything
___(7) Other, specify _____

Arapahoe
Community College

5900 South Santa Fe Drive
Littleton, Colorado 80120
303/794-1550

July 25, 1975

Dear Former Student:

Our institutional records indicate that you did not register continuously for the previous year. The College is interested in determining the reasons why you left A.C.C. and your degree of satisfaction with various aspects of the College. This information will be particularly helpful in our institutional planning as we continue to meet the needs of students.

To help us determine this we have enclosed a confidential questionnaire for you to complete. Please complete the questionnaire as soon as possible and return it in the enclosed envelope. You may notice that this questionnaire includes personal data about yourself. This is included in order to verify our institutional records and for statistical purposes. This information will remain confidential and your responses will become part of our statistical report.

If you have re-enrolled at A.C.C., the receipt of this questionnaire in no way affects that re-enrollment. You were merely selected to receive this questionnaire because you were not continuously enrolled at A.C.C. during the 1974-75 school year.

Your cooperation and assistance in completing this questionnaire as soon as possible is greatly appreciated. Thank you.

Sincerely,

Leahbeth Barnard

Leahbeth Barnard
Director of Counseling

LB:pk

KEYPUNCH FORMAT* FOR ARAPAHOE COMMUNITY COLLEGE 1975 SURVEY OF NON-RETURNING STUDENTS

Card 1

Column	Quest. Item No.		Description
1-9	3		Social Security Number
10-11	2		Resident State (using P.O. alphabetic codes)
12-13	4		Month of Birth
14-15	4		Year of Birth
16	5		Sex
17	6		Veteran Status
18	7		Civil Rights Category
19	8		Highest Degree Held
20	9		Program Enrolled In
21	10		Primary Reason for Attending
22	11		Quarters Enrolled Before Leaving
23	12		Months Since Withdrew
24	13		Full-time vs. Part-Time
25	14		Hours Employed While Enrolled
26	15		Financial Aid - None (1 = Yes; 0 = No)
27	15		Financial Aid - Scholarship (1 = Y; 0 = N)
28	15		Financial Aid - Loan (1 = Y; 0 = N)
29	15		Financial Aid - Work/Study (1 = Y; 0 = N)
30	15		Financial Aid - Other (1 = Y; 0 = N)
31-33	16		Grade Point Average
34-36	17		Major Field (see attached coding sheet)
37	18		Number of Changes of Major
38	20	Reasons for Leaving	Low Grades
39	20		Found Courses Too Difficult
40	20		Inadequate Study Techniques or Habits
41	20		Needed a Temporary Break From Studies
42	20		Learned What I came to Learn
43	20		Other
44	20		Conflict Between Job and Studies
45	20		Accepted a Job and Didn't Need More School
46	20		Went into Military Service
47	20		Other
48	20		Not Enough Money to Go to School
49	20		Applied but Could Not Obtain Financial Aid
50	20		Financial Aid Was Not Sufficient
51	20		Child Care Not Available or Too Costly
52	20		Other

*All items were coded exactly as on questionnaire except where stated otherwise.

Column	Quest. Item No.		Description
53	20	Reasons for Leaving	Found Study Time Too Time-Consuming
54	20		Home Responsibilities Were Too Great
55	20		Illness, Personal or Family
56	20		Personal Problems
67	20		Fulfilled My Own Personal Goals in Schooling
58	20		Marital Situation Changed My Education Plans
59	20		Moved Out of the Area
60	20		Other
61	20		Overall Dissatisfaction with School
62	20		Dissatisfaction with Specific Aspects of This School
63	20		Dissatisfaction with Major Program at This School
64	20		Other
80			Card Number = 1

Card 2

1-9	3		Social Security Number
10	21	Satisfaction Items	Counseling/Guidance Services
11	21		Academic Advising Services
12	21		Library Services
13	21		Employment Opportunities
14	21		Financial Aid Opportunities
15	21		Cost of Attending This School
16	21		Enrollment Size of This School
17	21		Rules and Regulations at This School
18	21		Extra-Curricular Opportunities
19	21		Intellectual Stimulation
20	21		Cultural Opportunities
21	21		Social Opportunities
22	21		Religious Environment
23	21		Recreational Facilities
24	21		Location of This School
25	21		Residence/Living Accommodations
26	21		Grading System
27	21		Course Content in Your Major Field
28	21		Teaching in Your Major Field
29	21		Amount of Contact with Your Teachers
30	21		Scheduling of Classes
31	21		Relevance of Your Mjaor Field to Your Career Goals
32	21		Information Given to You About this School Before Enrolling
33	21		The School in General

Column	Quest. Item No.	Description
34	22	Current School Plans
35-36	22	State of Transfer School (using P.O. alphabetic codes)
37	23	Current Activities
80		Card Number = 2

LIST OF OCCUPATIONS AND EDUCATIONAL PROGRAMS

If the appropriate program or occupation is not listed, please use the 999 code and write the program or occupation name in the space provided on the questionnaire.

030 AGRICULTURE AND NATURAL RESOURCES
- 031 Agriculture, general
- 032 Natural resources, general
- 033 Agricultural business and economics
- 034 Agricultural and farm management
- 035 Agronomy and horticulture
- 036 Animal, dairy, and poultry science
- 037 Fish, game, and wildlife management
- 038 Food science and technology
- 039 Forestry, natural resource, and range management
- 041 Ornamental horticulture (floristry and nursery science)

060 ARCHITECTURE AND ENVIRONMENTAL DESIGN
- 061 Architecture, general
- 062 Environmental design, general
- 063 Architectural technology
- 064 City, community, and regional planning

090 ASSEMBLY, INSTALLATION, MAINTENANCE, AND REPAIR
- 091 Air conditioning, refrigeration, and heating equipment
- 092 Aircraft and related equipment
- 093 Appliances
- 094 Automotive equipment
- 095 Business machines (including computers and related equipment)
- 096 Diesel equipment
- 097 Electronics equipment (except radio and TV)
- 098 Heavy machinery and equipment
- 099 Radio and TV equipment

120 BIOLOGICAL SCIENCES
- 121 Biology, general
- 122 Botany
- 123 Ecology
- 124 Genetics
- 125 Zoology

150 BUILDING AND CONSTRUCTION TRADES

180 BUSINESS MANAGEMENT, AND COMMERCE
- 181 Business and commerce, general
- 182 Accounting
- 183 Business management and administration
- 184 Hotel and restaurant management
- 185 Labor and industrial relations
- 186 Marketing and purchasing
- 187 Office management and operations
- 188 Personnel management
- 189 Recreation and tourism
- 191 Sales
- 192 Secretarial studies
- 193 Transportation and public utilities management

210 COMMUNICATIONS
- 211 Communications, general
- 212 Advertising, information services, and public relations
- 213 Journalism (printed media)
- 214 Radio and television

240 COMPUTER AND INFORMATION SCIENCES
- 241 Computer and information sciences, general
- 242 Computer and peripheral equipment operations
- 243 Computer programming
- 244 Data processing
- 245 Information sciences and systems
- 246 Systems analysis

270 EDUCATION
- 271 Education, general
- 272 Counseling and guidance
- 273 Educational administration
- 274 Educational research and development (including curriculum)
- 275 Elementary education (including preschool)
- 276 Secondary education (including junior high)
- 277 Higher and other postsecondary education
- 278 Special education

300 ENGINEERING
- 301 Engineering, general
- 302 Aerospace, aeronautical, and astronautical engineering
- 303 Automotive engineering
- 304 Chemical engineering (includes petroleum refining)
- 305 Civil, construction, and transportation engineering
- 306 Drafting and design
- 307 Electrical, electronics, and communications engineering
- 308 Engineering support technologies
- 309 Environmental and sanitary engineering
- 311 Industrial and management engineering
- 312 Mechanical engineering
- 313 Mining and mineral engineering
- 314 Petroleum engineering (excludes petroleum refining)

330 FINE, APPLIED, AND PERFORMING ARTS
- 331 Art and applied design (e.g., ceramics, painting, sculpture, weaving)
- 332 Art history
- 333 Graphic arts (e.g., engraving, etching, lithography)
- 334 Music history, theory, and composition
- 335 Performing arts (e.g., dance, drama, music)
- 336 Photography and cinematography

360 FOREIGN LANGUAGES

390 HEALTH SERVICES
- 391 Health services, general
- 392 Dental or medical assistant services
- 393 Dental or medical laboratory technologies
- 394 Dental hygiene
- 395 Dentistry
- 396 Electrocardiograph and electroencephalograph technologies
- 397 Hospital and health care administration
- 398 Inhalation therapy
- 399 Medical records
- 401 Medicine
- 402 Mortuary science
- 403 Nursing
- 404 Optometry
- 405 Osteopathic medicine
- 406 Pharmacy
- 407 Physical and occupational therapy
- 408 Podiatry
- 409 Public health and sanitation
- 411 Radiologic technologies (e.g., X-ray)
- 412 Speech pathology and audiology
- 413 Veterinary medicine

420 HOME ECONOMICS AND HOMEMAKING
- 421 Home economics and homemaking, general
- 422 Clothing and textiles
- 423 Consumer economics and home management
- 424 Family relations and child development
- 425 Foods and nutrition (including dietetics)
- 426 Home decoration and home equipment

450 INTERDISCIPLINARY STUDIES

480 LAW

510 LETTERS
- 511 Classics
- 512 Comparative literature
- 513 Creative writing
- 514 English, general
- 515 English literature
- 516 Linguistics (includes phonetics, semantics, and philology)
- 517 Philosophy
- 518 Religious studies (excludes theological professions)

540 LIBRARY SCIENCE

570 MACHINE TRADES

600 MATHEMATICS AND STATISTICS

630 MILITARY SCIENCES

660 PERSONAL SERVICES
- 661 Barbering, cosmetology, and related services
- 662 Food and beverage services
- 663 Hotel and lodging services
- 664 Other personal services

690 PHYSICAL SCIENCES
- 691 Physical sciences, general
- 692 Astronomy and astrophysics
- 693 Atmospheric sciences and meteorology
- 694 Chemistry, general
- 695 Earth sciences, general
- 696 Geology
- 697 Metallurgy
- 698 Oceanography
- 699 Physics, general

720 PSYCHOLOGY
- 721 Psychology, general
- 722 Clinical psychology
- 723 Experimental psychology
- 724 Psychometrics

750 PUBLIC AFFAIRS AND SERVICES
- 751 Community services, general
- 752 Fire protection
- 753 Law enforcement and corrections
- 754 Parks and recreation
- 755 Public administration
- 756 Social work and helping services

780 SOCIAL SCIENCES
- 781 Social sciences, general
- 782 Anthropology
- 783 Archaeology
- 784 Area studies
- 785 Economics
- 786 Ethnic studies
- 787 Geography and demography
- 788 History
- 789 International relations
- 791 Political science and government
- 792 Sociology

810 THEOLOGY

998 UNDECIDED

999 OTHER (please write the name of the educational program or occupation in the space provided on the questionnaire)